



## Barriers to English language acquisition among university teachers in non-English contexts: Structural challenges and the Algerian case

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### Abstract

This article discusses the different system-based obstacles faced by non-English-speaking university instructors in Algeria in acquiring English for Academic Purposes (EAP). Rather than attributing problems to individual deficits, the research portrays these problems as institutional and structural. The primary issues identified are poorly designed generic language programs, unrealistic time scales for language learning, entrenched institutional resistance to English, insufficient specific pedagogical support, and pervasive effects of time poverty and psychological pressure. Drawing on a critical case study of the Algerian higher education sector, the paper demonstrates how inadequate targeted support, ineffective training procedures, and gaps in policy implementation severely hinder English faculty development. These issues negatively impact the quality of teaching, research productivity, and professional growth. Based on Sociocultural Theory and the Ecological Approach to Second Language Acquisition, the analysis suggests a paradigm shift, reimagining English language learning no longer as an elective personal endeavor but as an institutional civic responsibility. The paper concludes with practical suggestions for sustainable, discipline-sensitive EAP development plans for Algerian teachers and other similar non-Anglophone academic environments.

**Keywords:** Algerian language policy; English for Academic Purposes (EAP); English medium instruction (EMI); structural barriers; university development.

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## 1. INTRODUCTION

The merciless tide of globalization has made English the unbeatable lingua franca in a range of fields, from international business, diplomacy, and science to higher education. For scholars and institutions operating in non-English environments, first-rate English for Academic Purposes (EAP) competence has shifted from a useful skill to a de facto necessity for global engagement. University instructors are increasingly required to read international scholarship literature, publish in English-language, highest-ranked journals, engage in global academic discourse, and even present content in English-Medium Instruction (EMI). International calling places extreme pressure on scholars in non-Anglophone contexts to acquire and maintain high-level English-language proficiency. However, the significant barriers to many acquiring this level of competence affect their career development, limit their research exposure, and hinder their institutions' full participation in the global academic community. These barriers must therefore be overcome for individual academic success and national educational advancement.

The ground reality in most countries that don't use English, however, is very different from this global expectation. While university staff recognize the importance of English, they face a complex and often formidable set of barriers along the path to EAP mastery. While individual learning styles and motivation are considerations, this article argues that the most significant obstacles lie within the systemic, institutional, pedagogical, and cultural structures of higher education. This is particularly evident in contexts of rich linguistic heritage and complex relationships with previous colonial languages, such as Algeria.

Algeria provides a unique context for examining structural challenges in language policy. The country's history of French dominance in higher education, alongside official Arabic and Tamazight, and recent governmental efforts to promote English have created significant linguistic and cultural tensions. This article uses a critical case study of the Algerian higher education system to analyze the main structural barriers—historical influences, policy gaps, pedagogical shortcomings, institutional neglect, and socio-psychological factors—hindering staff English-language acquisition. The study's central argument is that systemic failures, not individual shortcomings, are the primary obstacles to staff language development.

The general thesis advanced in this paper is that the challenges of English language learning among Algerian university teachers are deeply intertwined with interconnected institutional, cultural, and pedagogical issues that demand significant structural and policy changes rather than individually discrete solutions. Drawing on this critical analysis and employing examples to support arguments (such as a representative case from institutions like Biskra University), the article concludes by proposing actionable recommendations for creating more effective and sustainable English language learning environments for Algerian university teachers and in comparable institutions.

### 1.1. Literature review and theoretical framework

The growing dominance of English as a global lingua franca profoundly affects higher education worldwide. English for Academic Purposes (EAP), beyond its established role in global business and diplomacy, is now a crucial competence for universities and researchers in the international academic community (Hyland, 2018; Mauranen, 2018). University teaching staff, especially in non-English-speaking countries, increasingly need advanced EAP skills to join global research communities, keep up with recent publications, present at international conferences and journals, and collaborate across institutions.

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However, acquiring higher-level English skills, especially in EAP, is complex for adult learners (Lightbown & Spada, 2014). Adult learners benefit from cognitive maturity and prior knowledge, which may facilitate language learning. Yet, they also face unique challenges. These include age-related issues that affect memory and processing speed, and psychological barriers like anxiety and fear of making mistakes (Dewaele & MacIntyre, 2014). Research in second language acquisition (SLA) increasingly shows that focusing solely on individual learner traits gives only a partial picture. The broader socio-institutional context also plays a decisive role in the language acquisition process (Lantolf, 2011).

### *1.1.2. EAP challenges among academics in non-Anglophone contexts*

The literature across various non-Anglophone tertiary settings consistently highlights significant challenges for scholars in developing and applying EAP skills. Studies have identified a range of concerns, including:

**Workload and Time Poverty:** Scholars often report overwhelming pressures from teaching, research, administration, and service responsibilities, with insufficient time for language learning or practice (Flowerdew & Peacock, 2001; Zhang & Hu, 2016). Language learning is frequently perceived as an additional burden rather than an integral part of professional development.

**Limited Access to Relevant Resources and Training:** General English classes may be available, but there is a critical lack of specialized EAP programs, materials, and resources for specific academic disciplines (Hyland, 2018). Training often does not address academics' needs, such as writing research papers, delivering conference presentations, or participating in academic discussions.

**Psychological and affective factors also matter.** Besides general language anxiety, academics deal with professional identity-related challenges. The fear of mistakes in English—especially in front of students or colleagues—often leads them to avoid necessary communication. This slows progress and language growth (Dewaele & MacIntyre, 2014).

**Institutional support and recognition:** The lack of institutional policies, limited funding for language training, and failure to recognize language proficiency in advancement plans can deter participation in language-learning initiatives (Dörnyei, 2001).

**Pedagogical mismatches:** General English courses are not tailored to EAP needs. Mixed-discipline and mixed-level classes, and too few EAP/ESP-qualified instructors, result in ineffective learning (Flowerdew & Peacock, 2001; Ding & Bruce, 2017).

### *1.1.3. Language policy and historical context in higher education*

The language situation in most non-Anglophone countries, especially those shaped by colonization, complicates the spread of English. Post-colonial language policy often means managing ex-colonial languages, national languages, and the growth of English (Spolsky, 2004). In places like the Maghreb, the legacy of French dominance has created fixed linguistic hierarchies and educational practices (Benrabah, 2014).

Imposing shifts in language policy to prioritize English in such contexts face significant challenges. Policy development can be retarded by inertia, resistance to established linguistic practice and attitudes, inadequate provision of resources for implementation, and a gap between official policy announcements and practical implementation on the ground (Schiffman, 1996). This gap between

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policy and practice often results in confusing institutional directives and fragmented, under-resourced efforts at language development, particularly at the faculty level.

### 1.2. Theoretical framework: Sense-making of structural barriers

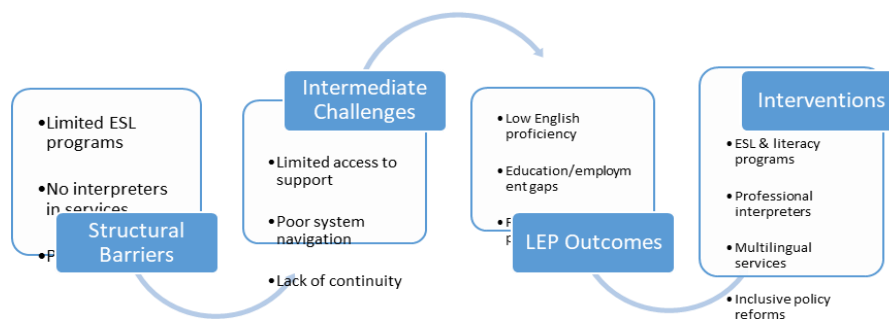
This essay seeks to provide a sound analytical framework for examining the structural barriers to English language learning among university teachers in contexts such as Algeria and draws on two complementary theoretical frameworks from SLA: Sociocultural Theory and the Ecological Approach.

Sociocultural Theory (SCT), founded on Vygotsky's research and applied to SLA by scholars such as Lantolf (2011), contends that language learning is an irreducibly social and mediated process. It emphasizes that learning occurs through interaction with more competent others (teachers, more proficient peers) and through the use of mediating tools (language itself, texts, technology, learning materials). Key concepts in the Zone of Proximal Development (ZPD), mediation, and the priority of social context are fundamental to explaining how social interaction both closes off and opens learning opportunities. From an SCT perspective, structural barriers may be viewed as conditions that limit opportunities for purposeful interaction, block access to high-quality mediation, or create psychological atmospheres (e.g., excessive anxiety) that inhibit social contact necessary for language growth.

The Ecological Approach to SLA, proposed by scholars such as van Lier (2004) and Larsen-Freeman (2007), views language learning as a dynamic, emergent process that unfolds through the learner's continuous interaction with the environment. The environment is thought to offer affordances – opportunities for perception and action that facilitate learning. The approach focuses on the interconnectivity of various elements in the learning environment. From an Ecological perspective, structural barriers are environmental constraints that reduce or distort the affordances for language learning. Lack of time, limited resources, poorly designed programs, or an unsupportive institutional environment are all examples of reduced affordances that directly impact a learner's potential to engage with the language and grow, regardless of personal effort.

**Figure 1.**

***Conceptual representation of structural barriers, LEP outcomes, and interventions.***



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## 2. METHOD AND MATERIALS

This research employs a critical case study research design to examine the structural barriers to learning English for university lecturers, using the Algerian higher education system as the key case. Case study research is particularly suitable for intensive analysis of complex, contemporary phenomena in their natural setting (Yin, 2018). The "critical" component of this approach, drawing on the critical analysis principles (Carspecken, 1996), is employed to intentionally question underlying power relations, historical legacies, policy contradictions, and systemic forces that shape the context for faculty language learning.

Central to this study is that it does not provide original empirical information collected through surveys, interviews, or observations commissioned for this paper. Instead, the arguments and conclusions are developed on the basis of a considered synthesis and critical evaluation of the available information on the Algerian university environment and relevant research in the area. The sources employed for this synthesis are:

Scholarly peer-reviewed journal articles on language policy and planning within Algerian higher education and similar post-colonial or multilingual environments.

Published reports and documents by appropriate national authorities (e.g., Algerian Ministry of Higher Education and Scientific Research) and international bodies on education policies, reforms, and language programs in Algerian universities.

Synthesis of recurring themes and common concerns regarding the evolution of faculty language in the Algerian university context, as these are reflected in existing academic literature, conference papers, and taped debates in respective scholarly communities.

The process of identifying structural barriers involved an iterative synthesis and thematic analysis of these sources. Data were systematically collected regarding difficulties university teachers face in learning English, organizational practices, policy implementation issues, and the impact of the linguistic environment. Critical analytical reasoning was applied to identify emergent patterns, contradictions, and fundamental systemic factors underlying language acquisition issues. This involved moving beyond surface descriptive levels to explain the structural problems underlying, in accordance with the canons of critical inquiry.

The thus-identified structural barriers were then analyzed and explained through the theoretical lenses of the Sociocultural Theory of SLA and the Ecological Approach to SLA, as detailed in the aforementioned Literature Review (Section 2). Such theoretical frameworks were simple analytical tools that guided research into how social interaction, mediation, environmental affordances, and system constraints facilitate or impede the language-learning process of university instructors. Such a theoretical application emphasizes environmental and systems accounts rather than learner variables alone.

The case of Biskra University is given in Section 5 not as the origin of raw data, but as a hypothetical yet representative scenario. With regard to generally known problems and conditions present at corresponding Algerian universities (which were determined using available information in synthesizing this knowledge), model scenarios are given so as to render concrete the manners in

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which broader structural hurdles addressed in Section 4 are likely to surface on a more localized institutional basis, lending specific detail to analyses of systemic issues.

In short, this approach entails a rigorous critique of pre-existing structures, systems, and environmental factors that generate affordances or constraints on university lecturers in Algeria's English learning, based on a diligent synthesis of existing information informed by relevant theoretical frameworks.

### **3. STRUCTURAL BARRIERS: FINDINGS AND ANALYSIS**

Having taken over from the critical case study research model and carrying forward existing information synthesis along the lines of Sociocultural Theory and the Ecological Approach to SLA, the section conducts an in-depth examination of the most crucial structural obstacles in the learning of English by university lecturing staff of Algerian universities. So intertwined and multifaceted they are, operating on the levels of history, policy, institutions, pedagogy, and socio-psychology. Applying theoretical frameworks makes evident how the prevailing context in Algerian universities impoverished the English language, with rich affordances for its development, and was influenced by robust impediments to effective mediated learning, ultimately affecting teachers' capacity to develop their proficiency despite solitary effort.

#### **3.1. Historical and linguistic context: The weight of the past**

The Algerian university language environment is rooted in the country's colonial history, which made French a hegemonic language in key spheres. French became one of the main teaching, administrative, and communication languages in universities, particularly scientific, technical, and medical (Benrabah, 2014; Bouhassoun, 2017). While Arabic is also an official language and used in some regions and for administrative work, French has traditionally been the standard lingua franca for scholarly communication and research publication in the higher education system. Hence, the majority of current university teachers completed their own postgraduate studies and began their careers teaching predominantly in a bilingual French-Arabic environment, with little exposure to or need for English for academic purposes.

There has been an intense national policy drive in Algeria in the last few years to raise the profile of English and extend its use in higher education to internationalization, access to world research, and national research productivity (Ministry of Higher Education and Scientific Research, Algeria, 2019). Its achievement is usually marred by a wide gap between intention and practice at the grassroots level. Plans remain indefinite, funding falls short of the target, and coordination is lacking, leading to inconsistent translation of the policy into practice and limited potential for language development in institutions.

From an Ecological perspective, the pervasive historical salience and continuing functional preeminence of French and Arabic constitute a very powerful set of environmental circumstances in favor of their application to additional scholarly purposes, significantly limiting the affordances available for choosing English as that purpose. Opportunities to work with authentic scholarly English texts, experience English-medium communication, or use English in regular administrative operations are usually few, isolated, and sporadically distributed across institutions and departments. Such deficits and variations in English opportunities within the academic context significantly limit teachers' opportunities for consistent exposure and practice, hindering continuous acquisition.

Socioculturally, French cultural capital and the deeply rooted communication patterns within academic networks are responsible for open or latent resistance and unwillingness towards

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widespread English usage. The prestige of French in Algerian academia may contribute to the unconscious or overt devaluation of English by some segments, thereby influencing social norms and interaction styles (Benrabah, 2014). This can create a social environment in which opportunities for peer mediation in English are low, and users experience heightened apprehension or wariness about using English, driven by a fear of judgment or a lack of supportive interlocutors.

The overall impact of this wide-ranging historical linguistic legacy, the existing policy practice variation, and the consequent imbalance in environmental affordances and sociocultural norms is an invisible structural barrier. It leaves university teachers, despite their awareness of English's global importance, in a position embedded within a system that historically and continues to support other languages, thereby critically denying them access to the input, interaction, and practice required for further English language development.

### **3.2. Poorly designed and generic language programs: Mismatch of affordances**

One of the primary structural barriers to Algerian university teachers' English language learning is the inadequacy of current language programs. Most of the training courses currently available to university staff are common English as a Foreign Language (EFL) courses, typically too broad in scope to meet the specific needs of academic professionals in their respective sectors (Hyland, 2018; Belmekki, 2020). English for Academic Purposes (EAP) is distinct from English proficiency per se, as it requires specialist language skills that can vary considerably by discipline of study, for instance, the ability to write scholarly articles, deliver research, or read literature specific to a discipline. The aggregate language courses currently available do not provide these essential, discipline-specific skills.

From an Ecological perspective, this is a stark example of a mismatch between the affordances made available by the training courses and the requirements of the academic environment. Even if EFL courses offer potential for developing basic language abilities, they are not aligned with the higher-level, more specialized language skills necessary for advanced academic processes. Moreover, the courses lack effective mechanisms for continuous interaction and feedback, which are critical to learning through academic language.

The Sociocultural perspective also identifies that the programs do not provide adequate mediation to help learners develop the scholarly English competencies they require. Without discipline-specific materials and experienced teachers who understand the intricacies of the discipline, faculty members remain unable to meet the requirements of scholarly work in English, resulting in limited growth in their scholarly literacies.

### **3.3. Age-related learning barriers: Navigating the ecosystem later**

Age-related difficulties are another important structural barrier to learning English for university instructors in Algeria. Most instructors begin their English language learning later in life, typically after decades of teaching experience in predominantly French- or Arabic-speaking environments. Such a late start in language learning may affect cognitive processes and learning rate, as studies indicate that learning a language becomes increasingly difficult with age due to cognitive and neuroplasticity constraints (Lightbown & Spada, 2014).

In addition, for teachers who had worked their whole careers in an academic environment where English was seldom used in actual work, a shift to learning English as professional development can be emotionally and psychologically demanding. Perceived slow progress, combined with the mental burden of learning a second language later in life, can lead to lowered self-esteem and increased anxiety (Dewaele & MacIntyre, 2014). Such psychosocial issues, combined with the absence of tailored institutional help, are in all likelihood destined to reinforce senses of frustration and helplessness.

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Socioculturally, the challenges serve to confirm the need for further individualized assistance that attends to the cognitive and emotional needs of older students. Besides, institutions rarely provide enough scaffolding for teachers at different stages of their careers, assuming that every teacher has the same learning capacity without reflecting on how they learned previously. This shortage of support also contributes to the difficulty of learning English as a professional requirement.

The Ecological perspective further indicates that the broader learning environment at Algerian universities does not provide adequate affordances for late-stage language learners. This stems from neglecting this factor, leading to a teaching-learning environment that does not support the diverse needs of faculty and causing their English proficiency development to trail behind.

### **3.4. Overload and time poverty: Constricted affordances for engagement**

One of the chief structural barriers to English-language acquisition for Algerian university instructors is excessive workload, which creates significant time poverty. The workload assigned to university instructors includes teaching, administrative work, research, and service, leaving insufficient time for other professional activities, such as language study. English language study, therefore, becomes an "add-on" activity, not incorporated into the core professional work of faculty members, nor timetabled or institutionally supported (Salah, 2019).

From an Ecological perspective, the administrative and learning environments in Algerian universities provide abundant affordances for other tasks, such as teaching and research, but heavily restrict affordances for continuous language learning. This imbalance in time and resource allocation creates an environment where English language learning is relegated to the margins, further challenging teachers.

Without institutional support, such as dedicated time to acquire English or incentives to prioritize it, teachers are left to pursue English proficiency on their own, taking on additional work. The Sociocultural viewpoint out that the lack of institutional mediation and support in this area leaves teachers without the structure needed to succeed. As a result, teachers are often torn between their workload and language acquisition, leading to burnout and alienation from language-learning efforts.

The Ecological model further shows how the broader institutional climate fails to foster a culture in which the growth of the English language is seen as an insurable aspect of academic life, thereby limiting the space for teachers to raise English proficiency levels.

### **3.5. Psychological barriers and fear of exposure: Inhibited social interaction**

Psychological barriers, particularly the fear of making mistakes, are among the key inhibitors of English language acquisition among Algerian university teachers. For most instructors, the potential to use English in speech or writing, particularly in front of students or peers, instills a very deep sense of self-doubt and anxiety. For Horwitz et al. (1986), this concern of being criticized or making mistakes is highly disabling since control over knowledge in a scholarly environment commonly rests on one's command of the language. If teachers themselves are not in a position to carry out high-level work in English, this can lead to a lack of confidence and, in turn, to the avoidance of opportunities to practice the language, for example, participating in conferences, conducting instruction in English, or taking part in discussions.

From an Ecological perspective, this psychological boundary strongly limits the social affordances available to language learning. Within a classroom, where social engagement is central to learning a foreign language, fear of exposure to English discourages many teachers from engaging in effective

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communicative practice. The more that fear of making mistakes governs their behavior, the fewer opportunities they have to engage in English-language communication, and the slower their language development becomes. The Sociocultural theory also emphasizes how such fear disrupts the process of "meaning negotiation," a vital element in language acquisition.

Teachers will be less likely to talk or engage in collaborative learning activities when English is used as the medium of communication, thereby inhibiting their language development. The lack of institutional support, such as low-stakes environments where teachers can speak English freely without fear of criticism, exacerbates these factors, creating a vicious circle that also inhibits their development.

### **3.6. Cultural and linguistic resistance: Challenges to the English ecosystem**

The historical, cultural, and linguistic ties between French and Arabic in Algeria constitute another significant obstacle to the widespread introduction of English in academic settings. The colonial legacy, coupled with the persistent use of Arabic in academic and administrative positions, breeds a resistance to the growing hegemony of English as an international academic language. As Benrabah (2014) has noted, English is often suspected, and sometimes construed, as a neo-colonial imposition threatening the cultural and linguistic identity of the academic sphere. The resistance can be both overt and covert, as faculty members might see pressure to learn English as an unwanted or unnecessary shift in the status quo.

From an Ecological perspective, this resistance radically alters the affordances made available for employing English in a scholarly setting. The prevailing mindset regarding English as a "foreign" language, linked to Western hegemony, constrains the setting's ability to facilitate English learning. In certain situations, English usage is not facilitated or embraced, thereby constraining the space for faculty members to practice or engage with the language. The Sociocultural perspective, once again, emphasizes how these cultural and linguistic principles shape the academic community's views and behaviors.

The opposition to English is not always immediately hostile, yet it creates an environment in which the language fails to become integrated into the university's normal academic life. Faculty can be marginalized or unsupported in their attempts to learn English because the broader cultural and institutional environment is unclear or not supportive of language learning.

### **3.7. Institutional ambiguity and poor policy implementation: Inconsistent rules and tools**

There are national policies to promote English in Algerian higher education, but their implementation is weak and inconsistent at the institutional level. The Ministry of Higher Education and Scientific Research (2019) identifies a discrepancy between the national strategic goals for language development and the inadequate, dispersed institutional efforts to achieve them. The policies are not well defined, and there are limited financial and support resources for their implementation. This results in the absence of coordinated institutional initiatives to provide English-language training programs, resources, or professional development for staff.

From an Activity Theory perspective, this policy-practice gap violates the "rules" of the academic language learning system. The rules of the institution-how language learning is supposed to occur in the academic activity system-are confused or contradictory, leading to faculty confusion and frustration. Moreover, the necessary "tools" (i.e., resources such as language courses, workshops, time, and materials) are either not allocated effectively or not provided at all. From an Ecological

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viewpoint, the lack of overt institutional policies makes the affordances for language learning uneven and unstable. The personnel might find themselves in a position where the likelihood of acquiring English language skills is spasmodic or uncertain, decreasing the likelihood of successful language acquisition.

### **3.8. Mixed-level and mixed-discipline language classes: Dysfunctional affordances**

One of the more noteworthy structural mistakes in teaching English language courses to teachers at Algerian universities is grouping people with diverse disciplines and varying levels of expertise in the same course. This approach, as noted by Flowerdew & Peacock (2001), fails to appreciate the individual language needs across different areas of study; as a result, there is a lack of correspondence between the course content and students' language requirements. For instance, while a scientist will need to learn technical writing to document experiments, a humanities scholar may need advanced-level skills in literary analysis or argumentation.

In this mixed-class situation, the language-learning needs of each member may not be addressed, leading to disengagement and frustration.

From an Ecological perspective, the activity lays dysfunctional affordances on language learning. Heterogeneity in the class topic and language skills significantly restricts the possibilities for meaningful learning. The classroom becomes a space where few participants can use the available linguistic means to succeed. From a Sociocultural perspective, the heterogeneous "zones of proximal development" (ZPDs) within a single class make it harder for the teacher to act as a mediator of learning. With so many diverse needs and goals, it becomes difficult for the teacher to provide effective, individualized assistance to each learner, thereby decreasing the likelihood of success in language acquisition.

### **3.9. Manipulated placement testing and power dynamics: Distortion of the system**

Power relations within learning institutions can also distort the placement testing system for language programs. In a few cases, more established or influential professors can rig the system by bypassing placement protocols and enrolling in language classes without the required credentials (Blogowska & Sowinski, 2015). This is contrary to equity and effectiveness in the language acquisition system, as non-needy instructors occupy spaces in courses that ought to be available to those with a greater need for language acquisition.

From an Activity Theory perspective, this manipulation of the placement process is evidence of an imbalance in the "social relations" of the academic system. The institution's power structure creates disparities in the distribution and accessibility of language resources. The Ecological perspective suggests that the manipulation renders the learning environment less efficient in aggregate by creating unnecessary hurdles for the faculty members who actually need language support. The practice creates an environment in which fairness and equal access to language resources are suspended, contributing to the loss of effectiveness in language acquisition programs.

### **3.10. Misconceptions about ESP: Searching for affordances without basis**

A common misconception among Algerian university teachers is that English for Specific Purposes (ESP) is a fast track to academic competence. Most teachers, particularly those with weak English skills (below B1/B2 level), mistakenly believe that enrolling in more advanced ESP courses will automatically make them academically competent in English. However, Hutchinson & Waters (1987) argue that ESP courses presume a minimum level of general language proficiency. Without a good understanding of

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the basics of English structures and vocabulary, attempting to access specialist academic content in ESP courses typically leads to frustration and failure.

From an Ecological perspective, this misinterpretation of the affordances of ESP courses creates a setting in which teachers are not prepared to excel in such specialized courses. Without a foundation in language skills, they cannot understand advanced academic material and fail to attain the course objectives. The Sociocultural approach emphasizes the importance of appropriate mediation in language learning. Faculty members need adequate preparatory courses before they are introduced to specialized academic language. Without preliminary preparatory courses, teachers may waste time and money in ESP programs that are not sufficiently proficient for their current level of training, keeping them from advancing to higher levels.

### **3.11. Shortage of trained ESP teachers: Lack of expert facilitation**

One of the main structural barriers to language advancement in Algerian universities is the absence of suitable English for Academic Purposes (EAP) or English for Specific Purposes (ESP) instructors. Ding and Bruce (2017) highlight that English language teachers themselves are not specialized in specific academic fields and therefore are not in a position to provide the particular type of support that teachers need to develop the linguistic proficiency necessary for scholarly communication within their fields. The majority of the teachers are educationally trained in general English as a Foreign Language (EFL), which excludes specialized language skills needed for conducting academic activities such as research writing, presentations, and field-specific debates.

With a Sociocultural approach, the absence of capable ESP teachers creates a gap in "mediation" required for teachers to learn academic literacies for their respective subject areas. Lacking the advice of specialists, the learning context lacks the necessary affordances for academics to develop their language skills. Educators need experienced teachers who can provide adequate guidance, adjusting teaching styles and materials to fit the unique needs of each subject. In the absence of such expert facilitation, the result is a diluted, non-expert approach to language acquisition that fails to develop the higher-order intellectual skills needed for effective scholarly communication.

From an Ecological perspective, the institutional environment is unsupportive of the emergence of faculty language in the absence of trained ESP instructors. The affordances of the environment-language programs, resources, and support are not sufficient to meet individual faculty members' requirements. Lacking specialized instructors leads to a breakdown in maximizing professional growth in academic English, undermining the overall effectiveness of language-learning programs.

### **3.12. Digital divide and access restrictions: Asymmetrical access to resources**

With the digital era of learning, the digital divide has posed a significant stumbling block for Algerian universities' language acquisition. Although digital platforms and online resources offer vast opportunities for linguistic development, most teaching staff, particularly those in rural areas or with limited access to technology, are unable to fully take advantage of them. OECD (2019) notes that unequal access to the internet, digital resources, and the technological competence needed to use them generates disparities in the ability to access online language learning materials.

From an Ecological point of view, the digital divide creates an environment where the technology-enhanced affordances for language learning are distributed unevenly. Teachers in more technologically equipped departments or institutions may have rich opportunities to engage with web-based courses, e-learning materials, and authentic language use, whereas others may be at a

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disadvantage. Such unequal access drains the potential for language development within the academic community, sustaining inequalities in the ability to learn English. Sociocultural theory also highlights that access to such digital resources is not just a technological matter but also a matter of cultural and institutional inclinations toward learning. Similarly, administrative staff lacking appropriate digital competencies or resources may also be excluded from the broader scholarly discussion, also hindering their professional development.

### **3.13. Pressure to publish without support: Misaligned expectations**

Algerian university teachers are under immense pressure to publish in English-language international journals to advance their careers in academia. Swales and Feak (2012) argue that publishing in English academic conventions and genres is a highly specialized task that requires advanced sophistication. However, the enormous pressure to publish is often accompanied by insufficient institutional support for language acquisition or academic writing training. Therefore, university professors are expected to attain high-quality English academic writing without appropriate training or guidance.

From an Activity Theory perspective, this mismatch between the need to publish in English and the lack of institutional support for language study creates an imbalanced "activity system." The "tools" necessary for professors to create academic writing, such as language courses, writing workshops, and access to expert guidance, are absent or insufficient. From an Ecological perspective, this means a high-performing setting that is required (publication), but no facilitative resources (e.g., training, funds, personnel, access) are available to succeed. Teachers are stuck in the conundrum of having to excel academically in English at the highest level, but there is no provision for the support affordances (e.g., training, funding) needed to achieve this.

### **3.14. Lack of motivation structures and progress tracking: Lack of recognition**

Yet another barrier to learning English at Algerian universities is the lack of clearly stated motivation systems and progress monitoring for language classes. Teachers who pursue language courses often do so without apparent acknowledgment, certification, or connection to professional development. Dörnyei (2001) emphasizes the need for intrinsic and extrinsic motivators to maintain motivation among language learners. Without such motivators, teachers might struggle to maintain their own motivation, especially when faced with other professional obligations.

From an Ecological perspective, the environment lacks adequate motivational affordances to facilitate faculty language learning. Without recognition or observable improvement, the language-learning process becomes less desirable, and faculty members are less motivated to continue the effort in the long run. From a Sociocultural perspective, the lack of institutional recognition demotivates the effort faculty put into learning foreign languages. Without the social reinforcement of their progress, staff members may view their language learning as a peripheral or unimportant activity, thereby reducing their overall commitment to it.

### **3.15. Unreasonable timeframes: Unrealistic expectations**

Intensive, short language courses are common in Algerian universities, with the assumption that they will equip faculty members with the English skills they need for scholarly pursuits. Nevertheless, as Lightbown and Spada (2014) explain, gaining English proficiency, specifically, academic proficiency, is not a short-term endeavor. Instructors tasked with quickly mastering language skills in a limited time

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are set up for failure. The insufficient time dedicated to language acquisition, coupled with the extensive workload of university teachers, largely prevents them from making significant strides.

From an Ecological perspective, the time limit for language learning is a major constraint on the affordances available for faculty development. Faculty already have heavy teaching, administrative, and research loads, with not much time left to devote to learning a language. The time limit for language learning leads to superficial learning and frustration, as faculty members are unable to meet the expectations placed on them. From a Sociocultural perspective, the unrealistic time frames imposed by the institution overlook the affective and cognitive challenges that adult learners face when acquiring a new language, thereby diminishing the likelihood of successful language acquisition.

### **3.16. Student-Level Imbalance: A Disadvantageous Setting for EMI**

English-Medium Instruction (EMI) is increasingly becoming popular in Algerian universities as a means to improve English proficiency. But one significant problem with EMI is the disparity between teachers' and students' English proficiency levels. Kirkpatrick (2014) indicates that if teachers' English proficiency is not sufficiently high, and students' levels are diverse, English communication is challenging. Teachers may struggle to deliver content in English, and students may be unable to fully comprehend it, leading to frustration and disengagement.

From an ecological perspective, the following are dysfunctional affordances for effective learning and communication. The mismatch in teachers' and students' language proficiency levels creates an environment in which neither party can fully benefit from EMI. Sociocultural theory also anticipates that the teacher-student relationship in an EMI environment is shaped by the language proficiency gap, denying the parties rich opportunities for interaction and co-construction of knowledge. This disparity further helps resist EMI, as both students and instructors are likely to believe that English is not an adequate medium for instruction and learning.

### **3.17. Teachers taking classes as students: A symptom of systemic failure**

The fact that university instructors take English courses as students to improve their language skills reflects a systemic failure to provide satisfactory professional development programs. Hyland (2018) observes that English for academic purposes (EAP) needs are often met by faculty members who end up in courses not intended for EAP. This is merely a reflection of a broader issue in Algerian universities: insufficient targeted professional development opportunities for faculty.

From an Ecological perspective, teachers' participation in student-level courses reflects the lack of appropriate affordances within the organizational environment for faculty development. These are typically general language-learning courses, not professional courses requiring specialized academic language skills. The Sociocultural theory emphasizes that such a mismatch in resources for teaching staff not only squanders time and resources but also further isolates teachers from rich language-learning experiences. Such a dearth of specialized, discipline-specific programs points towards a glaring failure of the system to facilitate faculty professional development in English language learning.

## **4. CASE STUDY ILLUSTRATION: CHALLENGES AT BISKRA UNIVERSITY**

Referring to the comprehensive structural barriers analysis outlined in Section 4, the example of Biskra University is used to illustrate how systemic issues and their theoretical underpinnings take tangible shape in a typical Algerian institutional setting. Positioned in a brief university context

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description, e.g., a medium-sized state university in southeast Algeria, where Arabic and French are the primary working languages, but where there is growing demand for English in research, professors frequently find themselves faced with the practical consequences of the structural impediments described. The following examples, based on typical accounts of common experience in similar environments, are employed to make these otherwise theoretical systems issues concrete:

**a. Mismatched training programs and publish-or-perish pressure**

The tragedy of mismatched training programs and publish-or-perish pressure, lacking the needed support, is movingly illustrated through the experience of a Mechanical Engineering professor. Feeling increasing institutional pressure to publish research in international English-language journals to advance their career (as discussed in Section 4.13), this professor enrolled in university language courses. However, they grieved that such generic language courses did not provide them with the precise academic writing skills for publication at the research level, swearing: "We are instructed to publish in English, yet nobody teaches us how to format a proper research paper." This scenario adequately demonstrates the representation of Poorly Designed and Generic Language Programs (Section 4.2), outlining the mismatch between the EAP skills needed for tasks such as writing for publication and the broader EFL content imparted, thereby perpetuating the block caused by the institutional request for publishing without offering the hoped-for specialized linguistic support.

**b. Irrelevance of language programs and their impact on motivation.**

The issue of programs being irrelevant to certain academic requirements and their impact on motivation is further exemplified by a social sciences lecturer. Motivated by career progression and the urge to access global scholarship in her field (as outlined in Section 4.14 on the structures of motivation and the need for English for career growth), she sought language education. And then she learned that no such course existed to address the specific requirements of scholarly argument in the social sciences. As she summarised: "I want to learn English for professional reasons, but the programs offered are too general and not particularly helpful in my field of study." The above situation directly points to the Mismatch Between Needs and Offerings, an essential aspect of Poorly Designed and Generic Language Programs (Section 4.2), showing how a lack of discipline-specific, customized content directly affects the perceived utility and, therefore, motivational value of the course for academic staff with unique disciplinary language requirements, as indicated in Section 4.14.4.

**c. Overload and time poverty**

The pervasive institutional constraints of Overload and Time Poverty (Section 4.4) are highlighted by the experience of a senior researcher. While conscious of the need for English for their research and potential international collaboration, this researcher confirmed that they did not have time to devote to language learning because of an enormous workload, describing that they had "no time balancing my teaching load, lab work, and administrative duties." This example aptly demonstrates how a heavy, dense workload assigned to university instructors, along with a lack of independent institutional time allowance for professional training such as language learning, produces significant environmental loads and limits the affordances available for intensive language practice, as described in Section 4.4.

**d. Mixed-level and mixed-discipline language classes**

The class was structurally defective under the Mixed-Level and Mixed-Discipline Language Classes (Section 4.8) heading, and its resulting learning environment is depicted through the eyes of a new

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assistant professor. Grousing in exasperation at being in a university language course, they observed the broken-up seating of participants with extremely disparate areas of study and levels of competence: "They bunched us all together. Chemistry, Law, History. Utterly different needs."

This example shows so well how seating learners with extremely disparate EAP requirements and proficiency levels in the same course hinders effective instruction and learning, creating an environment in which proper mediation and focused practice, critical to language development, are drastically undermined, as discussed in Section 4.8.

#### e. Manipulated placement testing and power dynamics

Finally, the destabilizing impact of Manipulated Placement Testing and Power Dynamics (Section 4.9) on fairness, motivation, and the integrity of language support systems is seen in the words of an anonymous faculty member. They eloquently described the sensed injustice and resultant demotivation caused by irregular placement procedures: "They placed me in an advanced class because of my rank, but I couldn't make heads or tails of it."

Following on the addition that "There's a notorious glitch in the placement tests," this account well illustrates the way internal institutional power relationships and faulty or bypassed systems can distort the intended organisation of language support to create inappropriate placement, heterogeneous classes, and a climate of unfairness harmful to faculty motivation and willingness to learn, as analysed in Section 4.9 and related to factors discussed in Section 4.14.

These typical vignettes from a typical Algerian university setting give concrete shape to how the complex bundle of structural obstacles – ranging from historical context, policy gaps, pedagogical flaws, institutional habits, and socio-psychological issues – directly condition the day-to-day reality and language-learning trajectories of the instructors at the university. These vignettes support the central argument that personal desire is often ineffectual in the face of this deep-rooted systemic resistance and the pervasive absence of affordances and facilitating mediation.

**Table 1.**  
**Structural barriers to English language acquisition among university teachers in Algeria**

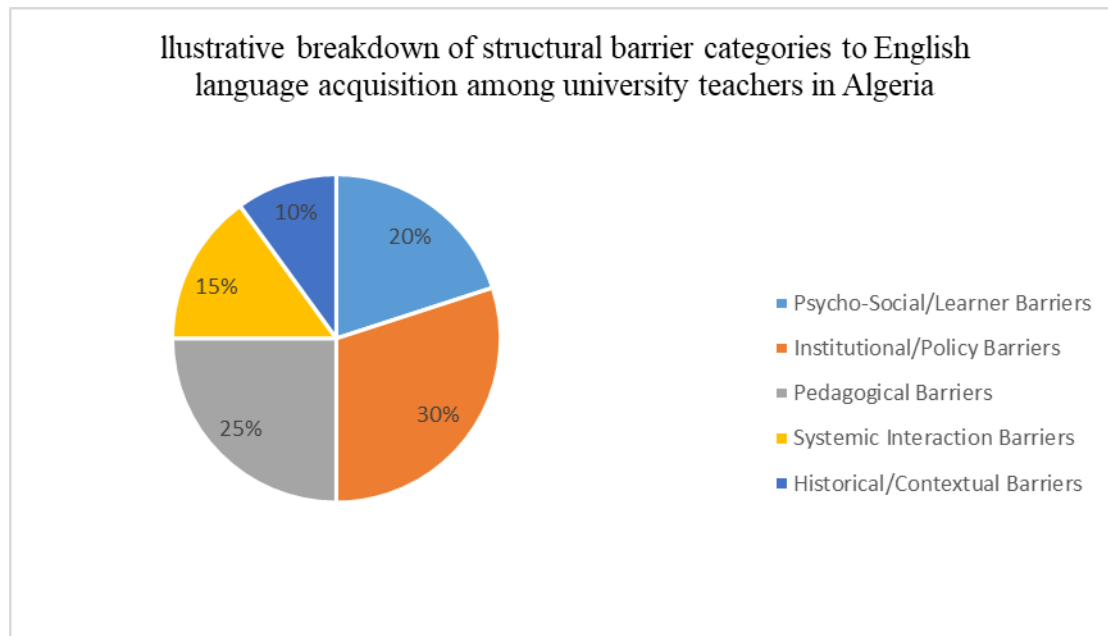
Category	Key barriers	Manifestation/Impact	Theoretical link
<b>Historical/Contextual</b>	Colonial Legacy & Policy Contradictions	Dominance of French/Arabic in academic life; ambiguous, poorly coordinated English language policy; inertia and resistance to change.	Limited and inconsistent affordances for English; Sociocultural norms resist change.
<b>Pedagogical Barriers</b>	Poorly Designed Programs; Mixed-Level Classes; ESP Misconceptions; Lack of Qualified ESP Instructors	Generic or irrelevant course content; absence of discipline-specific focus; unrealistic expectations; lack of expert mediation and constructive feedback.	<b>Ecological</b> – Mismatched or dysfunctional affordances; <b>Sociocultural</b> – Weak or absent mediation.
<b>Institutional/ Policy Barriers</b>	Weak Policy Implementation; Overload & Time Poverty; Lack of Motivation & Progress Tracking; Insufficient Timeframes; Manipulated	Policy-practice gap; lack of structured support and dedicated time; poor incentive structure; unfair systems; absence of academic writing support	Activity Theory – System contradictions (rules/tools misaligned); Ecological –

	Placement; Lack of Support for Academic Writing	structures.	Constrained affordances.
<b>Psycho-Social/Learner</b>	Age-Related Learning Barriers; Fear of Exposure; Cultural & Linguistic Resistance; Digital Divide	Cognitive limitations in adult learners; anxiety and avoidance behavior; ideological resistance to English; technological and digital skill gaps.	Sociocultural – Inhibited social interaction and motivation; Ecological – Unequal and limited affordances.
<b>Systemic interaction</b>	Student-Level Imbalance; Teachers Enrolling as Students	Cognitive limitations in adult learners; anxiety and avoidance behavior; ideological resistance to English; technological and digital skill gaps.	Sociocultural – Inhibited social interaction and motivation; Ecological – Unequal and limited affordances.

The results reveal a subtle mix of structural obstacles to English-language learning faced by teaching staff at Algerian universities. The English language learning obstacles fall into several main categories, indicating the multiplicity of system-influencing factors at work. Figure 1 illustrates the exemplificatory structure of these structural barrier categories, defined with reference to the scope of the current analysis.

**Figure 2**

***Illustrative breakdown of structural barrier categories to English language acquisition among university teachers in Algeria.***



## 5. DISCUSSION

The above analysis (Section 4) also clearly demonstrates that the challenges Algerian university teachers face in mastering English for Academic Purposes (EAP) are not a question of individual failure or deficiency. Instead, such challenges are intrinsically embedded in a complex interplay of structural, institutional, and socio-cultural factors prevailing in the higher education system that significantly limit the available opportunity structures (affordances) and institutional facilitation (mediation) for effective language learning in their professional setting.

Analysis reveals several of the most significant interrelated barriers. The historical predominance of French and Arabic in Algerian academia for centuries, combined with incoherent and poorly implemented national English promotion policies, provides a basic linguistic context. While this setting, despite becoming increasingly dependent on English for international communication, remains critically deficient in providing the necessary environmental affordances and an enabling social climate that facilitates faculty language development (Ecological and Sociocultural Perspectives, Section 4.1).

Coupled with this, the pedagogical constraints of mass general English courses, the large disparity between training opportunities, and the specific, diverse EAP needs of researchers, and the overall lack of adequately trained EAP/ESP instructors directly counteract the development of the particular language proficiency required for research work (Section 4.2, 4.8, 4.11). These pedagogical weaknesses are compounded by deep institutional constraints, such as the prevalence of time poverty among lecturers, often inadequately managed by universities, and the absence of open, overt motivational schemas or reward mechanisms that explicitly tie language learning to tangible career progress (Section 4.4, 4.14).

Moreover, psychological restraints, for instance, fear of committing mistakes in a professional environment and implicit or explicit cultural opposition to the increasing visibility of English, deter full interaction and limit the valuable potential for effective language practice and contact (Sections 4.5 and 4.6). The digital divide is another defining feature of inequality, restricting equal access to potentially invaluable online learning resources and virtual practice spaces (Section 4.12). Issues such as false placement testing, unrealistic time schedules for anticipated proficiency gains, the challenging classroom dynamics of mixed-proficiency settings for English-Medium Instruction (EMI), and instructors enrolling as students in full-time degree programs to allegedly gain language abilities are all signs of the systemic nature of these obstacles (Sections 4.7, 4.9, 4.10, 4.15, 4.16, 4.17).

The exemplar case of Biskra University (Section 5), while not a primary data source, renders these systemic issues more concrete. It illustrates how the tension between national policy aspirations and institutional realities places university personnel in a difficult position, pressuring them to perform in English (e.g., publishing globally) without the targeted training, allocated time, or adequate resources. The application of experienced teachers taking up places on normative English degree courses for undergraduates further emphasizes the profound gap in the provision of appropriate professional development and highlights the systemic failure to offer proper, targeted EAP support mechanisms.

The theoretical models applied in this study also further emphasize the highly enmeshed and multifaceted nature of the problems. The ecological perspective dramatically illustrates an academic environment characterized by a scarcity of, and an ill-distributed or ill-matched, set of affordances for English learning among faculty members. Expectations are placed upon faculty, but the environmental support systems—in terms of dedicated time, relevant resources, transferable training, and protected

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practice environments—are lacking or non-existent. Sociocultural theory does, though, describe how social interaction, prevailing power relations (as in managed positioning), potential for judgment, and prevailing cultural attitudes of the academy affect the mediated process of learning in such a way that can quite drastically inhibit collaboration, risk-taking, and negotiation of meaning that are required for language development. Activity Theory, while not a dominant view, identifies contradictions within the university's activity system, where stated goals of internationalization through English are in overt contradiction with the available tools, established rules, and the existing division of labor among staff.

**Table 2:**

***Suggested institutional interventions for effective English language acquisition***

<b>Barrier(s) addressed</b>	<b>Recommended intervention</b>	<b>Rationale/Theoretical link</b>	<b>Expected outcome</b>
Poor Programs, ESP Mismatch, Mixed Classes	<b>Develop Tailored EAP/ESP Programs:</b> Needs analysis, discipline-specific curricula, level-appropriate grouping.	Ecological (Provide relevant affordances); Sociocultural (Appropriate mediation).	Programs meet needs; Effective learning; Higher engagement.
Lack of Qualified ESP Instructors	<b>Invest in Instructor Training/Recruitment:</b> Train existing staff in EAP/ESP, hire specialists.	Sociocultural (Ensure expert mediation); Ecological (Provide necessary human affordances).	Improved quality of instruction; Needs-specific teaching.
Overload, Time Poverty, Insufficient Timeframes	<b>Allocate Dedicated Time &amp; Resources:</b> Reduce workload, provide protected time, financial support for courses.	Ecological (Increase affordances for engagement); Activity Theory (Align tools/rules).	English learning becomes a core activity; Faculty have capacity to learn.
Psychological Barriers, Fear of Exposure	<b>Foster Supportive Environment:</b> Create low-stakes practice groups, workshops, cultural sensitivity training.	Sociocultural (Enable safe interaction/mediation); Ecological (Provide supportive affordances).	Increased confidence; More active participation; Reduced anxiety.
Weak Policy Implementation, Ambiguity, Lack of Accountability	<b>Develop Clear Institutional Strategy:</b> Allocate budget, assign responsibility, establish monitoring mechanisms.	Activity Theory (Clarify rules/tools); Ecological (Create stable environment).	Coherent plan; Effective resource use; Clear direction; Institutional accountability.
Absence of Motivation Structures	<b>Link to Professional Advancement:</b> Integrate into evaluation/promotion, offer certification, incentives, recognition.	Ecological (Provide motivational affordances); Sociocultural (Value within community).	Increased motivation; Commitment to long-term learning; Effort is recognised.
Absence of Academic Writing Support	<b>Establish Writing Centers/Workshops:</b> Provide specific training in academic writing conventions, genre, feedback.	Sociocultural (Provide expert mediation/tools); Ecological (Affordances for skill development).	Improved writing skills; Higher quality publications; Reduced unethical practices.
Digital Divide	<b>Improve Access &amp; Training:</b> Ensure equitable internet/tech access, provide digital literacy training.	Ecological (Ensure equitable access to digital affordances).	Faculty can utilise online resources; Broader participation.

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Manipulated Placement	<b>Implement Transparent &amp; Fair Testing:</b> Standardised tests, clear procedures, independent oversight.	Activity Theory (Ensure fair rules); Systemic Fairness.	Equitable access to programs; Appropriate placement; Trust in the system.
Student-Level Imbalance	<b>Differentiated Instruction Training for Teachers:</b> Support for handling mixed-proficiency classes; develop appropriate materials.	Sociocultural (Provide mediation skills); Pedagogical Support.	Improved teaching effectiveness; Better student outcomes; Reduced teacher frustration.

## 6. RECOMMENDATION

Based on the critical analysis of the structural barriers and guided by the theoretical insights, the following recommendations are put forward to shape effective and sustainable development of the English language among Algerian university instructors and those teaching in comparable settings:

1. Plan and Implement Professional, Discipline-Specific EAP Courses: Universities should move beyond general EFL courses. This includes conducting in-depth needs analyses across different faculties to identify specific academic language needs (e.g., research article writing in the sciences versus critical discourse analysis in the humanities). Programs should be designed by EAP specialists, offer tailored content, incorporate continuous assessment and feedback linked to academic tasks, and utilize appropriate pedagogical methods for adult learners (Hyland, 2018; Flowerdew & Peacock, 2001). Grouping, where feasible, must be by proficiency level and disciplinary emphasis

2. Invest in recruiting and training qualified EAP/ESP Instructors: One of the most important measures is building capacity among language instructors. This involves providing specialist training in EAP/ESP teaching and in disciplinary discourse. Universities should also consider hiring instructors with degrees or strong background knowledge in specific academic disciplines, or collaborating closely with content specialists to co-design and co-deliver language training (Ding & Bruce, 2017).

3. Integrate English language development into faculty workload and career progression: The university must formally recognize and integrate language learning into faculty professional life. This can involve allocating specific time in the weekly workload, providing financial support for courses or materials, and promoting English skills as a desirable consideration in promotion and evaluation processes. Offering formal certification or recognition for reaching specific proficiency levels (e.g., B2, C1 on CEFR) can provide essential motivation (Dörnyei, 2001; Salah, 2019).

4. Establish transparent, fair, and effective placement and progress monitoring systems: Employ standardized, reliable placement tests to place teachers in appropriate level courses. Significantly, enforce these placements quite fairly, regardless of position or seniority (Blogowska & Sowinski, 2015). Possess robust mechanisms for tracking individual progress through regular testing and constructive feedback, and make progress clear to the faculty members and the institution

5. Address psychological barriers and develop a supportive learning environment: Create low-stakes, supportive environments where faculty can practice English without fear of judgment. These can include informal conversation groups, peer-to-peer learning programs, or workshops on reducing language anxiety (Horwitz et al., 1986). Create an environment where language learning is viewed as a normal and supported part of professional development.

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6. Offer intensive academic writing support: Because of the pressure to publish in English globally, universities must provide expert support for English academic writing. This can be through the establishment of academic writing centers, workshops on research article structure, genre conventions, and citation practices, and the provision of one-on-one feedback on drafts (Swales & Feak, 2012)

7. Bridge the digital divide and expand access to resources: Invest in the expansion of internet infrastructure and availability of access to necessary technology (computers, software) across all campuses and areas. Offer digital literacy training for teachers to effectively use online learning platforms and digital language resources (OECD, 2019).

8. Formulate and implement a clear national and institutional language policy: The Ministry of Higher Education needs to formulate a consistent long-term national strategy for the use of English, backed by budgetary support and comprehensive guidelines for universities. Institutions need to develop their own consistent implementation strategies, ensuring coherence between policy ambitions and practical support mechanisms (Ministry of Higher Education and Scientific Research, Algeria, 2019).

9. Provide support for English-Medium Instruction (EMI): For teaching personnel involved in or switching to EMI, provide expert training in pedagogical methods of teaching subject matter in a second language, resolving student comprehension issues, and creating supportive bilingual learning environments (Kirkpatrick, 2014).

## **7. CONCLUSION**

The journey to English language competence among university teachers in Algeria is severely impeded by a complex web of structural, institutional, pedagogical, cognitive, and socio-cultural barriers. As has been argued throughout this article, based on the analysis of critical case studies grounded in Sociocultural and Ecological theories, these barriers are not a product of individual faculty incompetence but are embedded at the very core of the higher education system itself. The historical legacy of French domination, coupled with unstable policy, inadequate training, institutional neglect, and challenging socio-cultural conditions, creates an environment that offers few affordances and facilitation for the demanding task of learning academic English later in life.

The dialogue calls for an urgent paradigm shift. University teaching English language development must be defined and addressed as a critical institutional investment to enhance teaching quality, maximize research output, strengthen international collaboration, and ensure the overall development and competitiveness of Algerian higher education. The recommendations proposed – focusing on tailored programs, qualified instructors, institutional support, time allocation, motivation, transparent systems, and policy coherence – offer a roadmap for dismantling these structural barriers.

Implementation of these profound structural reforms requires continuous efforts from policymakers, university management, and teachers themselves. Further research can provide useful insights into the prevalence and self-reported impact of these hindrances across different fields and institutions in Algeria, and empirically evaluate the effectiveness of some interventions. Lastly, building a supportive, well-resourced, and strategically focused environment for faculty English language acquisition is of greatest significance in achieving the full academic potential within Algeria and enabling its increased role in the international knowledge economy.

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